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ABSTRACT

Four essays based on workshop presentations are provided as being representative of the approaches to teaching communications in Higher Education Achievement Program Speaking-Listening during the past three years. They suggest a range of activities and an evolving philosophy of accommodating the student entering a compensatory program at the college level. The articles are by the speech instructors at designated HEAP centers. The first essay, by Ethel Young, details a particularly successful activity at Meridian (Mississippi) Junior College, the use of the journal. The second essay, by Orlando Taylor of Delgado (New Orleans) Junior College, elaborates on the approach a speech instructor might take in organizing a year's course. The third article, by Elaine Amerscn of Kennesaw (Georgia) Junior College, also suggests organizational possibilities within a particular approach. All agree that the emphasis of the program is to be student centered, and that its success depends heavily on a strong student/instructor relationship. In the final essay, Christa Carvajal discusses some ways to build better listening skills. (Author/DB)

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SPEAKING-LISTENING INSTRUCTION FOR THE DISADVANTAGED JUNIOR COLLEGE STUDENT: APPROACHES SUGGESTED BY HIGHER EDUCATION ACHIEVEMENT PROGRAM SPEAKING-LISTENING INSTRUCTORS, WINTER, 1974

Edited by

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A Workshop Report of the Higher Education Achievement Program, a Consortium Effort of Eleven Southern Junior and Community Colleges Assisted by Education Improvement Program, Southern Association of Colleges and Schools, 795 Peachtree St., N. E., Atlanta, Georgia

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FOREWORD

Since 1971, twelve junior and community colleges across the South have been involved for periods ranging from one to three years each in an ambitious project to establish and operate superior developmental education centers. This effort--entitled the Higher Education Achievement Program--has been funded through Title III grants from the Developing Institutions Branch of the U. S. Office of Education. It has been the distinct privilege of the Education Improvement Program, Southern Association of Colleges and Schools, to serve as assisting agency for this consortium of committed institutions operating total developmental education projects.

HEAP centers have had two goals. The first has been to enroll students from population groups traditionally excluded from higher education--minority group students, students from low-income families, students with long histories of low scores on standard measures of academic achievement. Many HEAP students have come into the program with <u>every one</u> of these characteristics. The second goal of the HEAP centers has been to offer these students highly innovative education to help them acquire the skills development and the personal development necessary to assure their future success.

HEAP staffs have recognized that theirs has been a large order--to seek out students of sorts that most colleges have turned away, and to change these students from truly high-risk freshmen into truly competitive sophomores. At some colleges, the HEAP faculty have faced open doubts that this mission could be accomplished.

The final results of the HEAP will be told in the future, but it is already obvious that this is one educational experiment which has realized many of its goals. Former HEAP students in large numbers have persisted in college. After a year in HEAP, supported by a team of highly qualified, imaginative, and intensely concerned instructors and counselors headed by a campus HEAP coordinator, a high percentage of former HEAP students have proven themselves capable of earning normal grade point averages; and a surprisingly large number have become honor students. Even more impressive is the student activities record of former HEAP students. It was expected that HEAP students would learn to be more self-directive and more concerned, since a major emphasis of the HEAP was to develop students into more fully actualized persons--to make them more conscious, more confident, and more creative as ways of becoming more competent. But these students have surpassed all expectations in their activity as participants in student and community affairs. On some campuses, entire slates of HEAP students have successfully campaigned and been elected to student offices. Students who were considered highly marginal prospects for admission to college have become presidents of student governments, editors of newspapers and yearbooks, and members of honor societies. The results of brief bursts of enthusiasm? Perhaps. Only time will tell. But after observing the results of HEAP approaches for nearly three years, I'm betting

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on the students. It may have required unusual encouragement to get some of these students started; but now, having seen both the failure and the success sides of the coin, they have an appetite for excellence and high achievement which will not be easily satiated.

I have to feel, also, that there is great value in the plain talk of the instructors and counselors who have inspired these changes in students. In the essays collected here there are some small samples of it.

These particular samples were gathered by Elaine M. Amerson, speaking-listening instructor in the HEAP center at Kennesaw Junior College, from her peers in the HEAP consortium. They represent contributions of several of the HEAP speaking-listening instructors to their consortium faculty development workshop held at Atlanta, Georgia on January 24, 1974, and at Marietta, Georgia on January 25, 1974. Ms. Amerson was chairperson for that workshop.

None of these essays are intended to be pretentious. Instead, they are plain statements about the daily hard work of accomplishing some tasks in education that more pretentious educators might disdain, ignore, or even declare impossible. But that is exactly what the Higher Education Achievement Program has been about--accomplishing simple miracles.

Atlanta, Georgia
May, 1974

Stewart Phillips, Associate Director
Higher Education Achievement Program
Education Improvement Program
Southern Association of Colleges & Schools

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AN INTRODUCTION TO SPEAKING-LISTENING IN THE HIGHER EDUCATION ACHIEVEMENT PROGRAM

Four essays based on workshop presentations are presented here as representative of the approaches to teaching communications in Higher Education Achievement Program Speaking-Listening classes during the past three years. Although these by no means portray all the various efforts made at the eleven current HEAP centers, they do suggest a range of activities and an evolving philosophy of accommodating the student entering a compensatory program at the college level. The articles are offered by the speech instructors at the designated HEAP centers.

The first essay, by Ms. Ethel Young, details a particularly successful activity at Meridian (Mississippi) Junior College: the use of the journal. The second essay, from Mr. Orlando Taylor of Delgado (New Orleans) Junior College, elaborates on the approach a speech instructor might take in organizing a year's course. The third article, by Ms. Elaine Amerson of Kennesaw (Georgia) Junior College, also suggests organizational possibilities within a particular approach. All agree that the emphasis of the program is to be student-centered and its success depends heavily on a strong student-instructor relationship. In the final essay, Ms. Christa Carvajal discusses some ways to build better listening skills.

Elaine M. Amerson
Kennesaw Junior College
Marietta, Georgia

THE JOURNAL IN A HEAP SPEAKING-LISTENING CLASS--Ethel E. Young, Meridian Junior College, Meridian, Mississippi

The journal used in speaking-listening classes at Meridian Junior College consisted of a standard size notebook which was used to record the day to day events in the life of each student.

There were three purposes of the journal. First, it encouraged the student to write. Second, it provided for the release of hostilities, resentments, and convictions. Third, it helped the mentor become aware of the student's needs, concerns and interests.

The journal was checked twice a month; I made constructive comments in the journal so that the student would know his writings had been read.

This supplementary activity was very helpful in dealing with the reluctant speaker. It gave him an outlet to say what he wanted to say without peer and teacher pressure. I also became aware of some of the adjustment problems the student was encountering such as with college, home and peer relationships.

In addition to fulfilling the purposes which were stated earlier, the journal also gave tremendous insights into the student's feelings about himself and his attitude toward Higher Education Achievement Program. While confidentiality of the journal was not broken, I did find opportunities to share some of the general student attitudes with the other instructors.

The reactions to the journal by the students were mixed. Initially, some of the male students were more reluctant to write because they felt uncomfortable about expressing personal feelings.

However, this gradually disappeared. On the other hand, most of the female students saw this as an opportunity to express themselves on many issues and also as a channel through which they could seek advice and approval. One of the students viewed the journal as a means of reviving her interest in creative writing and as a result, she produced some very beautiful creative works.

The journal served as a useful tool in aiding the student to establish rapport with me, the instructor, thereby making the student more comfortable in expressing himself verbally.

SPEAKING/LISTENING IN THE HIGHER EDUCATION ACHIEVEMENT PROGRAM

Delgado Junior College, New Orleans, Louisiana--
Orlando Taylor, Speaking-Listening Instructor

The best way to describe a speech teacher is to compare him/her to a dental surgeon. Just as the dentist cannot function without his pain killers, the speech teacher cannot successfully perform his duties without the correct techniques and materials. This essay will attempt to demonstrate the various methods the Higher Education Achievement Program at Delgado Junior College has employed in bringing the students to understand and practice the art of effective speaking.

Since the speaking/listening instructor's duty is to enable the students to communicate their thoughts and emotions by means of voice, language, and/or bodily action, Delgado divided the academic year 1973-74 into two parts:

1. First semester--speaking/listening concentrated mainly in the art of effective speaking in conversation, discussion and public speaking.

2. Second semester--speaking/listening focused the spotlight on the contemporary theatre.

During the first week of the speech classes, we made every effort to get acquainted on a teacher-student::student-student basis. The purpose here was to let every student feel at ease around his instructor and fellow H.E.A.P. students. Students were also called upon to give impromptu speeches concerning their interests, qualities they admired in friends, etc.

As for the instructor's part, a questionnaire was handed out to every student who completed same and handed it back to the instructor. These questionnaires later on served as the instructor's "treasure box" of personal information on his students.

The questionnaire must make it clear to the students that information given will be kept strictly confidential. You may ask name, address, phone, religion, nationality, hobbies, etc. You may ask just about any reasonable question including their very popularity in their neighborhood and among their classmates. In the first week of class, most will cooperate and give sincere answers.

As the semester's weeks turn into months, the instructor will find that he has "certain" students with undesirable emotional and/or academic problems. Should the instructor decide to talk to or counsel one of his problem-ladden students, all he has to do is first turn to his "treasure-box" of information. The following questions can be answered:

1. Which national leader did he like best? Malcolm X or Martin Luther King?
2. Whom did he say he loved the most? Did he write his mother or girlfriend?
3. Which sport does he like best? Boxing or volleyball?
4. Which are his hobbies? Reading or playing basketball?
5. Does he work after school? Yes? part time? full time?

Here, as you can see, the instructor can begin to get an idea as to the nature of the student's problems and it gives him a head start in attempting to solve at least some of them. Your counseling as an instructor is likely to be successful because there will be no need for you to ask one hundred and one questions before you arrive at a solution. This method worked fairly well at Delgado and I would like to exhort other speaking/listening mentors to give it a try.

1. In the first semester several projects and practices were carried out. We worked on vocabulary. Students were handed out an average of ten words per week. These words included their appropriate meanings and often were used in sentences to show how they fit in a certain context. The list included words we hear so often on T.V. and radio, e.g. filibuster, coup d' etat, incumbent, precinct, franchise, embargo, etc.
2. We conducted debates on contemporary issues, and listened to speeches by the late President Kennedy, Dr. Martin Luther King and other noted public speakers.
3. I had the students interviewed by other faculty members who were not their teachers. This gave the instructor an idea as to how able the student was to apply for a job.
4. Students were afforded several opportunities to record their voices and listen to their basic strengths and mistakes in speech patterns.

5. I had the students deliver two public speeches during the course of the semester.
6. Mumbling during a discussion, debate or question and answer period was completely discouraged inside the classroom. Emphasis on the correct pronunciation of words was the constant order of the day.
7. I kept close contact with the writing instructor to compare similarities of both subjects (communications) and exchange ideas in teaching methods.
8. Speaking/listening skills were tested every two weeks in order to keep the students on the ball.
9. Lectures included an insight into vocal, visual and verbal communication and were intermingled with the activites mentioned above. I tried at all times to keep the lectures interesting and filled with numerous examples.
10. There were several other policies, including full recognition of the students' right to disagree.

In our second semester, the students in speaking/listening were taught the contemporary theatre. In the awareness that the theatre employs several artistic professions, I divided the semester into eight periods of two weeks each. During these eight two-week periods the following sections of the theatre were taught in the following order:

1. Playwriting
2. Acting
3. Directing
4. Stagecraft & Scenic Design

5. Lighting Technology
6. Make-up
7. Costuming
8. Theatre Management

Here again, tests were administered every two weeks. Apart from lectures, the students toured the New Orleans Theatre for the Performing Arts (an 8 million ultra-modern construction in the heart of the city), The Free Southern Theatre, The Dashiki Theatre and the Gallery Circle Theatre. They also saw a performance of the Broadway Musical "Purlie," presented by Xavier University of Louisiana.

The students themselves directed and presented three one-act plays towards the end of the semester. It is hoped that through their duties as actors, directors, make-up artists, etc., the students will be adequately prepared to go into theatre and communications, should any of them decide to pursue a degree in that profession.

The Higher Education Achievement Program at Delgado has been the beacon light of many discouraged youths in the New Orleans area. Realizing this, the HEAP instructors at Delgado give the students every assistance possible in going over the material a second or even third time. To do less than this for them is to defeat the very purposes of the Higher Education Achievement Program. We leave no stones unturned in getting the student interested in going on in higher education. We find that students appreciate it when we take an interest in their future and educational prosperity. As a result, we have a respectable percentage of our H.E.A.P. students applying to be admitted to certain universities in the city.

Through a tightly-woven communicative network, Delgado's H.E.A.P. personnel here learned that other H.E.A.P. centers througnout the

Southeastern section of the United States have similar intentions for their students. We cannot help to conclude, then, that this Federally-funded program is one of the best projects Washington has afforded her disadvantaged young citizens.

THE SPEAKING-LISTENING EXPERIENCE IN THE HIGHER EDUCATION ACHIEVEMENT PROGRAM

at Kennesaw Junior College--Elaine M. Amerson

Speaking-listening at Kennesaw Junior College has been taught by the same instructor for the three-year pilot period of the Higher Education Achievement Program. The course has changed, however, from quarter to quarter in order to incorporate new ideas, approaches, and materials; to allow for maximum student input; and to serve as an integral part of a total program--complementing the four other subject areas. A philosophy has evolved which deals with the nature of the communications course in relationship to the needs of the developmental student--a person who traditionally has been ignored, passed on, threatened, and/or generally made to feel inferior and incapable. The key to organizing a course for such a student lies first in the recognition and acknowledgement of certain basic skills and abilities that the student brings, and second, in an attempt to maximize his/her potential in terms of personal goals.

My primary concern has been to improve the oral/aural communication abilities of students entering the HEAP. I hoped to help the students develop a realistic understanding of the demands of college (and professional) life, and to develop the skills to interact in new and different environments. In so doing,

I encouraged attitude changes (or reinforcement of positive aspects) in the following areas:

1. Toward self--gaining definite feelings of self worth.
2. Toward others--as persons of worth (in spite of differences).
3. Toward school--a more positive outlook toward learning in terms of relevancy.
4. Toward teachers--as concerned persons of worth, not aloof stereotypes.
5. Toward oral language--different types having value in various situations.

Much of the classroom instruction has been intended to make the students aware of behavioral options any individual can employ to adapt to a situation appropriately in terms of that person's goals. Likewise, I have tried to find ways to assess each student individually and, through a combination of conferences and classroom instruction, to help the student move toward goal achievement. It seems to be of prime importance to establish early in the year a comfortable student-instructor relationship. Students must feel accepted as they are, without thinking that the instructor is there to change the way students talk. As a part of establishing such a relationship, I try to develop in the student's mind the understanding that there is no "right" or "wrong" speech in a vacuum; everything is relevant to purpose and situation. From quarter to quarter, in varying the speaking-listening course, I attempted to make each class suitable for the composite class personality and needs. I did have basic elements common to all classes:

(a) activities to acquaint the students with the speaking-listening course.

(b) activities to motivate students to begin processes of self-analysis and goal formation.

(c) current events discussions.

(d) group activities, with all students encouraged to participate.

(e) activities to help students learn how to prepare for a performance.

(f) library orientation.

(g) vocabulary-building, note-taking, and listening exercises.

As the year advanced, the classes included several additional elements:

(h) cooperative group discussions.

(i) lectures and discussions about the processes of communication and voice production.

(j) discussions and exercises related to diction.

(k) outlining exercises as an approach to effective organizing.

(l) lectures and discussions about logic, reasoning processes, and persuasive techniques.

(m) formal speeches by students.

Student achievement was measured in part through such conventional methods as daily quizzes, written examinations over material and concepts discussed in class and occasional worksheets. Oral improvement was identified through class interactions and weekly tapings, using teacher-student responses. A most important aspect of the evaluation process of oral performances is peer input. This serves not only as a means of providing a student with feedback from peers, but also of allowing students to participate in the determination of relevant material. Rather than identify all of the fundamentals of speech and expect students to apply them in the speaking situation, I find it to be much more valuable to deal with the items that students identify as important as they occur in actual situations. Oral evaluation provides a forum for further speech experience in learning the dynamics of interaction, while written evaluation provides the speaker with

concrete feedback to which (s)he can make reference in the future.

In summary, I believe the students come into the program, and thus the speaking-listening class, with a rich background of experiences and ideas. Within an atmosphere of encouragement and with a feeling of self-worth, each student can be helped toward developing his/her communicative abilities to the fullest. Allowing several options to students, with opportunities for students to raise their targets as the year progresses, seems desirable in the speaking-listening classes. In my own case, this procedure has prevented me from being frozen in my original concepts--it has allowed HEAP to be an education for me, and I hope for the students!

LISTENING SKILLS DEVELOPMENT THROUGH CLASSROOM GAMES--

Christa Carvajal, St. Philip's College

To teach communication is to promote its understanding and enjoyment, to share our knowledge and enthusiasm with others.

Emerson has said that "Man may teach by doing, and not otherwise." The speaking and listening course at St. Philip's College provides the means for "doing." It explains the basics of speaking in simple terms and promotes speaking literacy.

Students learn by doing, that is, from experiences that are designed to make learning communicate a rewarding experience.

The development of listening skills is an integral part of the teaching process in the Higher Education Achievement Program at St. Philip's College.

Concentrated drills in exercises designed to evaluate and train the student to maximum listening effectiveness make up a major part of the total communication process.

HEAP counselors and teachers work together to conduct verbal exercises within groups. Group conversation, Listening Triads and the I-You game are some examples of verbal exercises used.

Games are initiated in the HEAP Laboratories by counselors and National Teaching Fellows. Activities are then introduced to HEAP classroom teachers who include them as part of their teaching outline.

In the "I-You" game, two members who are not listening well to each other are seated face to face. They continue until they feel that they have reached a resolution.

To understand the necessity of listening to each other with comprehension as opposed to merely hearing words the listening triads activity may be used with an unlimited number of students. Sheets with topics for discussions and questions are used and given to each triad. Triads are separated from one another to avoid outside noise interference. Triads number themselves A, B, C, etc.

In each group, one person will act as referee and the other two as participants in a discussion of one of the topics found on the sheet. One will be the speaker and the other the listener.

The following instructions are given by the facilitator:

1. The discussion is to be unstructured except that before each participant speaks, he must first summarize, in his own words, without notes, what has been said.
2. If his summary is thought to be incorrect, the speaker or the referee is free to interrupt and clear up any misunderstanding.
3. Participant A begins as speaker, B as listener and C as referee.
4. Discussions last for 7 minutes more or less.

5. Various topics may be used for discussions and participants are free to choose any topic they desire.

   Example: 1. Interracial and interfaith marriages, good or bad?

   2. Black Power, good or bad for Blacks?

Proficiency in classwork involves clear thinking and careful organization of thoughts or ideas. Such can be greatly enhanced as effective and accurate listening is increased.

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